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ABSTRACT

This publication is the first in a new series which aims to illuminate particular aspects of European education systems. This document is devoted to basic information on the structures and organization of higher education in all countries taking part in "Socrates," the EURYDICE (Education Information Network in the European Community) action program in education. Fifteen countries in the European Union, plus Iceland, Liechtenstein, and Norway, as well as 10 central and eastern European countries and Cyprus, participate in this program. Diagrammatic information for each country illustrates the duration of courses by discipline, existence (or nonexistence) of selection at the point of entry, names of institutions, and the degrees and other qualifications awarded, as well as noting opportunity for specialized study after obtaining first qualification. Before the pages of diagrams, an introductory section summarizes the main points of comparison, noting especially higher education structure, duration of studies (2 to 6 years) and opportunities for part-time study. Appended is a short bibliography of published and forthcoming studies, as well as a list of countries comprising the EURYDICE network. (CH)

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EURYDICE FOCUS

Organization of Higher Education Structures in Europe (1998/99)

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Organization of Higher Education Structures in Europe (1998/99)

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THE INFORMATION NETWORK ON EDUCATION IN EUROPE

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FOREWORD

Higher education is today at the forefront of debate on educational policy. Meeting the qualification requirements and needs of the world of work is at the heart of ongoing reform. Growing student mobility and greater pressure for the recognition of degrees and diplomas are strengthening the development of increasingly close cooperation between different national systems, which is very high on the agenda of European politicians. There is thus no shortage of challenges for all those concerned with constantly improving the education of the greatest possible number of their young citizens in what is now an international context.

In order to respond as effectively as possible to requests for information and answer the questions of those seeking to understand the development and workings of higher education institutions, EURYDICE has, in the course of the last few years, conducted several studies dealing with this level of education. Their references are given at the end of the present publication.

The publication itself is the first in a new series called *EURYDICE FOCUS* whose prime aim is to illuminate a particular aspect of education systems. This initial contribution to the series is devoted to basic information on the structures and organization of higher education in all countries taking part in the Community action programme in education, Socrates (namely the 15 countries of the European Union, the three EFTA/EEA countries and the 11 pre-accession countries). The information is given country by country in diagrammatic form. Each diagram illustrates the duration of the various kinds of courses, the existence (or otherwise) of selection at the point of entry, and the names of institutions and the degrees and other qualifications awarded, as well as the opportunity to undertake specialized studies after obtaining the first qualification. The diagrams have been devised to enable and facilitate comparison between countries. At the start of the publication, a short introduction summarizes the main features evident from this comparison, but it should in no way be regarded as a thorough analysis.

Production of these diagrams has been the subject of close collaboration between the National Units of EURYDICE and most national representatives in the network of National Academic Recognition Information Centres (NARIC), with a view to ensuring that the information presented is both reliable and up-to-date.

By making this material available, EURYDICE is hoping to provide a means of facilitating discussion and understanding of the different ways in which higher education is organized. This contribution is vital at a time when harmonization of the structure of higher education is central to the concerns of European ministers, and has motivated the organization of meetings on the subject, as borne out by 'The European Space for Higher Education', the conference of Ministers of Higher Education held in Bologna in June 1999.

Luce Pépin
Head of the
EURYDICE European Unit
July 1999

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INTRODUCTION

Higher education structures

Higher education in Europe has traditionally been characterized by a division between university and non-university education, either of which are identifiable in terms of the institution responsible for the courses concerned and the level of qualification awarded on their completion. This binary divide is, however, becoming less and less clear-cut. In recent years, university and non-university education have been growing closer to each other to an extent that varies from one country to the next.

Higher education institutions have become part of the university sector and award university-level qualifications in several European Union and EFTA/EEA countries, as in the case of the Spanish *Escuelas Técnicas Superiores*. In Germany, the various higher education institutions include those that award university-level qualifications (*Universitäten, Universitäten-Gesamthochschulen, Technische Hochschulen, Technische Universitäten, Theologische Hochschulen, Pädagogische Hochschulen, Kunsthochschulen, Musikhochschulen and Fachhochschulen*). In Austria, the *Universitäten*, the *Universitäten der Künste* (formerly the *Kunsthochschulen*) and the *Fachhochschulen* award university-level qualifications, whereas the *Akademien* and the *Kollegs* award non-university-level qualifications.

In France, the distinction between university and non-university education refers solely to the institutions and not the levels of qualification. Thus the non-university *grandes écoles* award high-level qualifications and form part of *enseignement supérieur long* (long courses of higher education) while the *Instituts universitaires de Technologie*, although linked to the universities, award qualifications associated with *enseignement supérieur court* (short courses of higher education). In Ireland, the technological institutions and colleges provide courses leading to university-level qualifications, but are not part of the university system. In Portugal, Sweden, Liechtenstein and Norway, all courses are of university level, even though they are provided in different types of institution. In Norway, many students undertake the first part of their studies in a *Høgskole* before moving on to a university.

In the United Kingdom, the division between the university and non-university sectors has been removed and there is now a single sector for all higher education institutions. All institutions may offer a range of courses at different levels and students may study for a degree in institutions other than universities. Conversely, universities also offer a range of courses leading to sub-degree qualifications which have traditionally been offered in other institutions.

Evidence of this movement to remove the barriers between university and non-university institutions is also shown by other indicators. In several EU countries, admission to doctoral studies can be gained after higher education courses which are provided in institutions other than universities but whose level is equivalent to that of university courses. This is the case in Belgium (Flemish Community), Greece, France, Ireland, the Netherlands and Austria. In Ireland and Portugal, the names given to some qualifications awarded in university and non-university higher education are similar.

At the same time, the distinction between non-university vocational higher education and upper secondary education is becoming increasingly blurred. In France, the *classes préparatoires aux grandes écoles* (CPGE) providing high-level training are organized in the *lycées*. Teaching for some non-university tertiary education qualifications such as the *Brevet de Technicien Supérieur* in France and Luxembourg is provided by secondary-level institutions. Vocational training, which was previously delivered at upper secondary level, is also appearing at higher non-university level. This is the case, for example, in the *formación profesional de grado superior* in Spain.

In the pre-accession countries, the distinction between university-level and non-university-level courses remains everywhere except in Romania and Slovakia, in which all recognized courses at higher education level are university courses, or included within the university category, even if they are provided in other kinds of institution.

However, in both countries, courses lasting three years leading to the qualifications called, respectively, the *Diploma de absolvire and Bakalar* do not provide access to doctoral studies. The distinction between the levels of qualification associated with courses organized in universities and other institutions remains clear in the Czech Republic, Estonia, Lithuania, Hungary, Slovenia and Cyprus. Elsewhere, some institutions other than universities award university-level educational qualifications. Some non-university higher education courses may be extended to include specific supplementary training at university level. This applies particularly to Poland. In all these countries, only long university-level courses or their equivalent may be followed by a doctorate. In the Czech Republic, Latvia and Hungary, only university graduates may embark on a doctorate.

The duration of studies: from two to six years

The notional duration of studies depends on the course chosen and the kind of qualification, many students now being able to choose more flexible options such as part-time study. In addition, in some countries, modular or credit-based courses are available which allow studies to be completed over a very long period if desired. However, in other countries, students are obliged to complete their studies within a prescribed period. This may correspond to the notional length of the course, or a one or two-year extension may be permitted.

Within most EU and EFTA/EEA countries, the longest first-degree courses are designed to last for six years of full-time study. In Norway, the *magister artium* qualification is awarded after seven years of study. Courses of this kind all lead to university-level qualifications. By contrast, the shortest courses, which do not generally lead to university-level qualifications, last two years in all countries except Belgium, the Netherlands, Finland and Norway, in which they cover at least three or four years. All courses leading to a university-level qualification or its equivalent last at least three years, except in Italy where a *diploma universitario* may be obtained after two years. In Luxembourg, courses of study provided within the country last a maximum of four years. However, places are limited and the great majority of students pursue their studies abroad. In Liechtenstein, where the number of places is also limited, the duration of all courses provided in the country has been fixed at four years.

In the pre-accession countries, the longest courses are designed to last for six years of full-time study, except in the Czech Republic in which they go up to seven years in some university disciplines, and in Cyprus where the duration of university studies in the *panepistimo* stands at a maximum four years. In all these countries, the shortest courses, generally set at a minimum three years, are those leading to a qualification at higher vocational or non-university level. However, it is possible to obtain a qualification of non-university tertiary education level after two years in Latvia, Hungary, Slovenia and Cyprus.

Opportunities for part-time study

Although higher education courses in most Member States are usually designed for full-time students, there are also opportunities for studying part-time. These courses allow students who have either professional or family obligations to pursue higher education. These are offered in particular by distance learning systems such as the Open University in the United Kingdom.

Some higher education institutions also make specific arrangements for part-time study. This form of provision is particularly well developed in the United Kingdom, where most higher education institutions admit part-time students to some of their courses. This is also true of some university and non-university courses in the Netherlands. In Luxembourg, the *éducateur gradué* course can be followed while working. In other Member States, possibilities for part-time study exist within the conventional full-time higher education structures.

In Norway, part-time studies are quite common, since the organization of courses of study is often flexible. It is possible to obtain most levels of qualification through part-time study in most higher education institutions.

In Romania, evening classes or courses requiring no formal attendance are offered for most university courses. The length of these courses is one year longer than for full-time study. In the Czech Republic and Slovakia, classes for part-time courses may be concentrated into one week, or given on Saturdays.

GUIDE TO READING THE DIAGRAMS

Explanatory note to assist interpretation of the key

This document includes for all countries only courses of higher education, admission to which normally requires at least an upper secondary school leaving certificate or equivalent. Such qualifications are those usually needed to provide access to higher education. Post-secondary courses not recognized as higher education level are excluded. Any further admission requirements, additional to an upper secondary qualification, are shown by a red line to the left of the diagram. This may involve an entrance competition or examination or any other procedure aimed either at the selection of candidates or at limiting the number of enrolments.

In all countries, it is possible to enrol in higher education at any age, as long as the admission requirements are met. The **starting ages** shown in the figure are the notional ages for students who have completed their prior school education without a break, and who have neither repeated a year nor been individually promoted to a higher school class. They do not indicate the real ages of students.

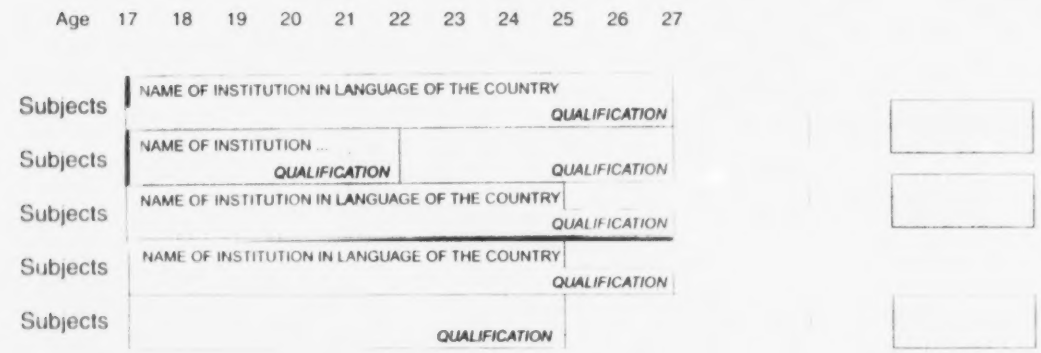
For each country, a distinction is drawn between **a first level of higher education and a second level** (leading to a higher qualification). As regards the latter, courses leading to an advanced-level research qualification, such as a doctorate, have been distinguished from other specialized studies or further courses. For the first level, the structure presented represents full-time programmes of study and the length of the blocks **the notional duration of full-time studies**, even where these are also available on a part-time basis. For the second level, the duration of the programmes is shown in brackets in the relevant blocks. The possibilities of proceeding from first to second level studies are indicated by lines.

In many countries, higher education institutions have become part of the university sector and are awarding university-level qualifications while conversely the universities are providing short courses at a level not equivalent to that of university courses. The distinction made in these diagrams between university and non-university programmes (or degree-level and sub-degree-level in some countries) refers therefore to **the levels of qualification**. University education is understood as all programmes recognized as being at least equivalent to university level, whether they are offered by universities or other institutions. Non-university-level programmes, usually shorter, can also be provided by universities or other institutions.

The **names of institutions** are shown in the top left-hand part of the block in capital letters and in the original languages. The **names of the qualifications** awarded appear in italics and in the original languages in the bottom right-hand part of the relevant/corresponding programme(s).

The main **types of programmes provided** in the various institutions are indicated to the left of the corresponding block. In most countries, the category 'other programmes' includes the majority of higher education courses (e.g. languages, most sciences and theology) not mentioned elsewhere in the diagram.

LEGEND



FIRST LEVEL (UNIVERSITY DEGREE OR EQUIVALENT)

FIRST LEVEL (NON-UNIVERSITY PROGRAMMES OR SUB-DEGREE)

SECOND LEVEL (POSTGRADUATE PROGRAMMES / DOCTORATE / ADVANCED-LEVEL RESEARCH)

FURTHER STUDY AFTER A FIRST-LEVEL QUALIFICATION

SELECTION PROCEDURE FOR ADMISSION

ROUTE INTO POSTGRADUATE COURSES

0 1 2 3 4

➤ = 2 or 4 years

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DIAGRAMS BY COUNTRY

EUROPEAN UNION

Belgium 12
- French Community 12
- German-Speaking Community 12
- Flemish Community 12

Denmark 13
Germany 14
Greece 15
Spain 16
France 17
Ireland 18
Italy 19
Luxembourg 20
The Netherlands 21
Austria 22
Portugal 23
Finland 24
Sweden 25
United Kingdom 26

EFTA/EEA COUNTRIES

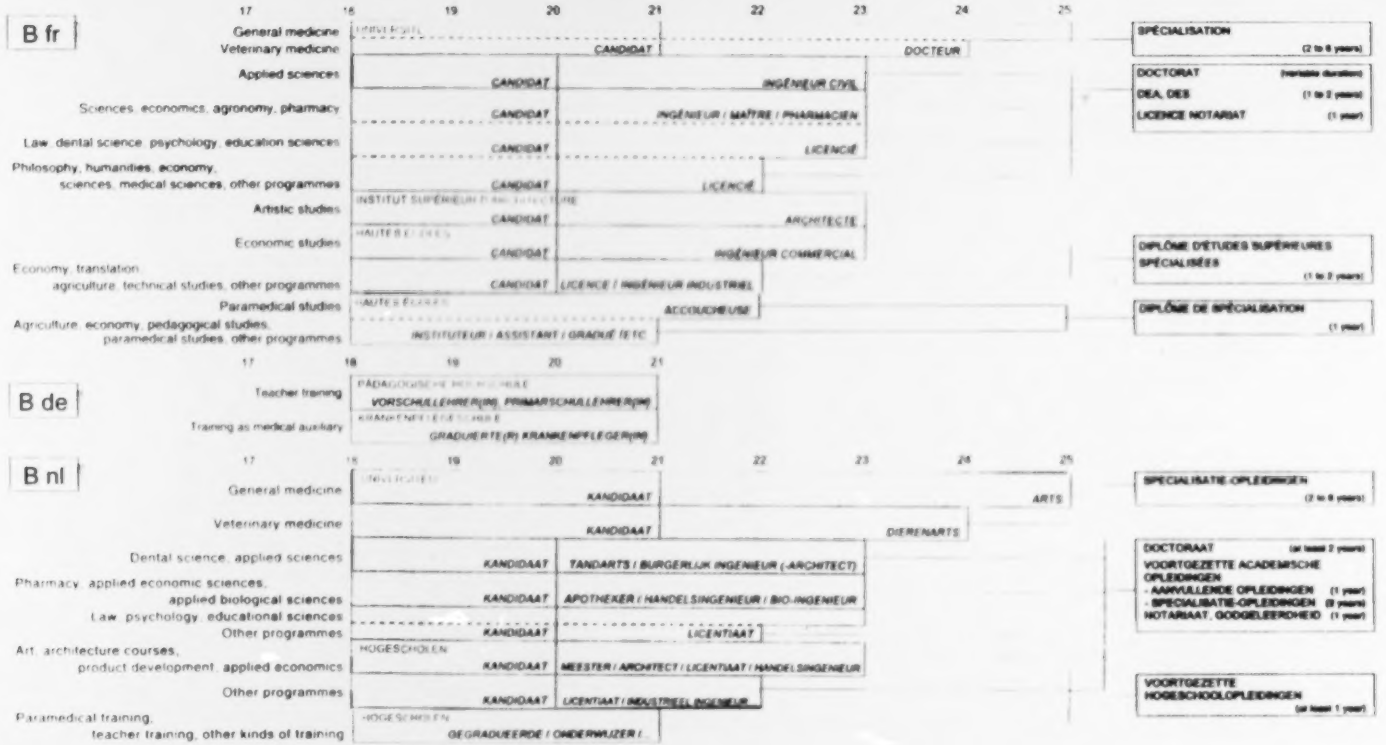
Iceland 27
Liechtenstein 28
Norway 29

PRE-ACCESSION COUNTRIES

Bulgaria 30
Czech Republic 31
Estonia 32
Latvia 33
Lithuania 34
Hungary 35
Poland 36
Romania 37
Slovenia 38
Slovakia 39
Cyprus 40

ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Belgique/België



DEA - Diplôme d'études approfondies

DES - Diplôme d'études spécialisées

Belgium French Community

Higher education in artistic subjects is largely provided outside the *Hautes Écoles* and the *Instituts Supérieurs d'Architecture*, but the variety and complexity of qualifications awarded in this kind of education preclude further discussion of them here.

The qualifications awarded on satisfactory completion of short courses in higher education covering a period of three years are relatively numerous, and include the following: *agrégé(e)* from lower secondary education, engineering *assistant(e)*, clinical laboratory *assistant(e)*, *assistant(e)* in psychology, *assistant(e)* in social welfare, *auxiliaire social(e)*, *bibliothécaire documentaliste gradué(e)*, *conseiller(ère) social(e)*, *conseiller(ère) social(e) et fiscal(e)*, *éducateur(trice) gradué(e)*, *éducateur(trice) spécialisé(e)*, *gradué(e)* (in ...), *infirmier(ère) gradué(e)*, *instituteur(trice) maternel(le)*, *instituteur(trice) primaire*.

Source: Eurydice, July 1999

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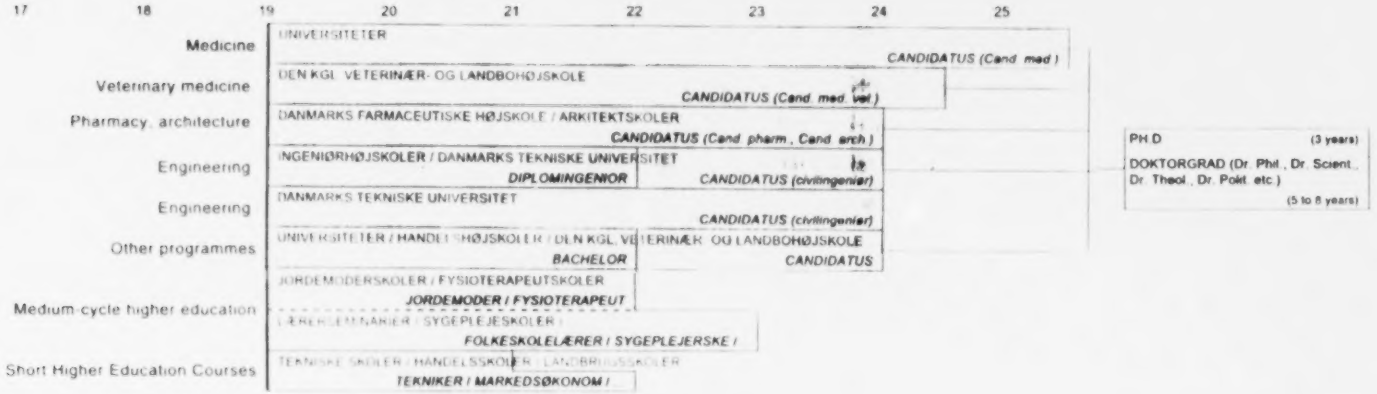
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)
Danmark

DK



PH.D - Philosophiae Doctor

The duration given is the officially stipulated period of study. The short and medium-length course qualifications shown only constitute a selection.

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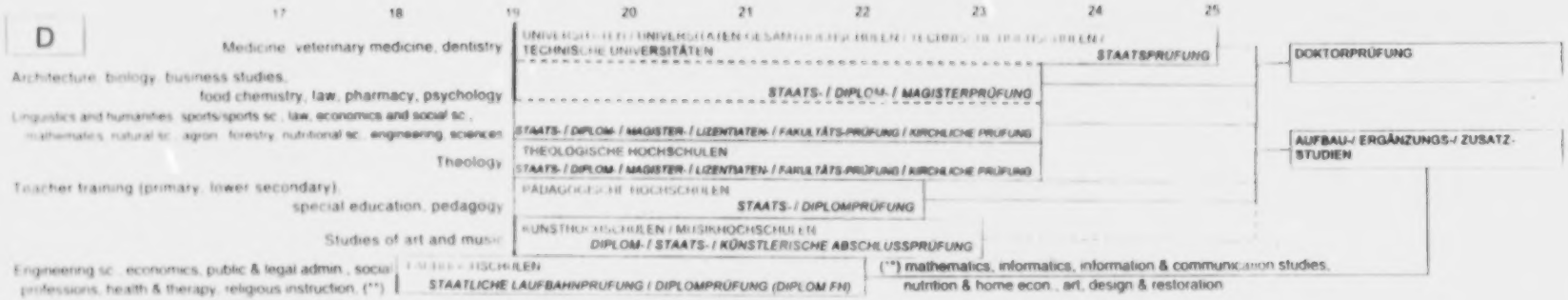
Organization of Higher Education Structures in Europe (1998/99)

Bundesrepublik Deutschland


17
18
19
20
21
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23
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25
D
Medicine, veterinary medicine, dentistry
UNIVERSITÄTEN / GESAMTHOCHSCHULEN / TECHNISCHE UNIVERSITÄTEN
STAATSPRÜFUNG
DOKTORPRÜFUNG
Architecture, biology, business studies, food chemistry, law, pharmacy, psychology
STAATS- / DIPLOM- / MAGISTERPRÜFUNG
Linguistics and humanities, sports/sports sc., law, economics and social sc., mathematics, natural sc., agron., forestry, nutritional sc., engineering, sciences
STAATS- / DIPLOM- / MAGISTER- / LIZENTIATEN- / FAKULTÄTS-PRÜFUNG / KIRCHLICHE PRÜFUNG
AUFBAU-/ ERGÄNZUNGS-/ ZUSATZ-STUDIEN
Theology
THEOLOGISCHE HOCHSCHULEN
STAATS- / DIPLOM- / MAGISTER- / LIZENTIATEN- / FAKULTÄTS-PRÜFUNG / KIRCHLICHE PRÜFUNG
Teacher training (primary, lower secondary), special education, pedagogy
PÄDAGOGISCHE HOCHSCHULEN
STAATS- / DIPLOMPRÜFUNG
Studies of art and music
KUNSTHOCHSCHULEN / MUSIKHOCHSCHULEN
DIPLOM- / STAATS- / KÜNSTLERISCHE ABSCHLUSSPRÜFUNG
Engineering sc., economics, public & legal admin., social professions, health & therapy, religious instruction, (**)
FACHHOCHSCHULEN
STAATLICHE LAUFBAHNPRÜFUNG / DIPLOMPRÜFUNG (DIPLOM FH)
(**) mathematics, informatics, information & communication studies, nutrition & home econ., art, design & restoration

The *Fachhochschulen für Verwaltung*, the *Berufsakademien/Fachakademien*, the *Fachschulen* and the *Schulen des Gesundheitswesens* belong to the broader first stage of tertiary education categorized as level 5B in the the new ISCED 97 classification and are not shown in the diagram.

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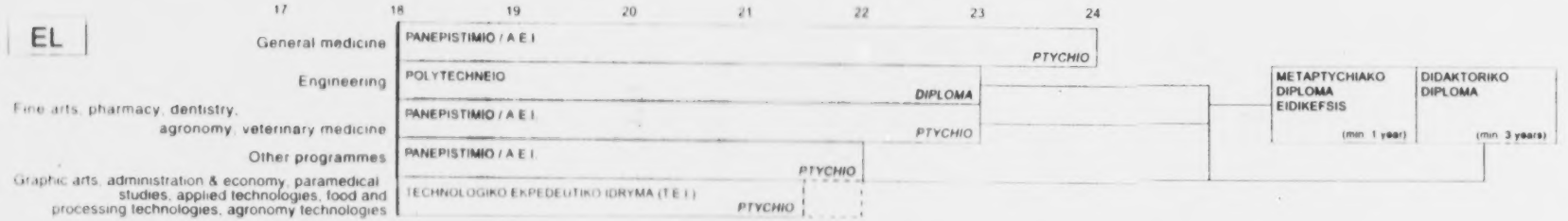
Organization of Higher Education Structures in Europe (1998/99)

Ellada



A E I - Anotato Ekpaideftiko Idryma
T E I - Technologigo Ekpaideftiko Idryma

In T E I s, courses involving some areas of specialization last three-and-a-half years, while others last four years.

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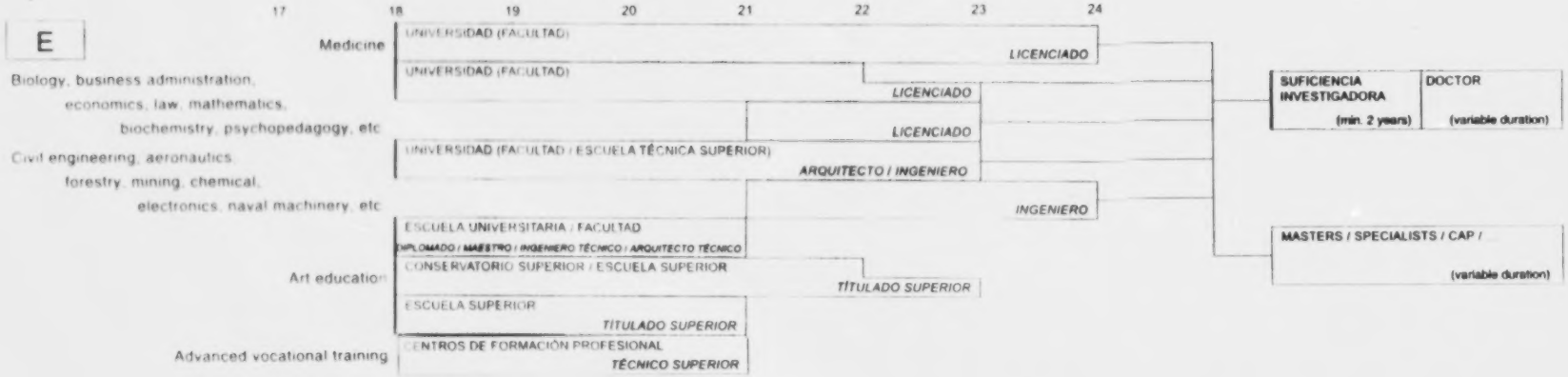
Source: Eurydice, July 1999

Organization of Higher Education Structures in Europe (1998/99)

España



CAP : Curso de Aptitud Pedagógica

Admission to university studies is subject to the *Pruebas de acceso a la Universidad* but, under special circumstances, students may be exempt from this. There are specific entrance requirements for every type of course in Art Education studies.

Qualifications of a technical nature, (*Ingeniero, Arquitecto, Ingeniero Técnico* or *Arquitecto Técnico*) are obtained after carrying out a research project at the end of studies.

Music and dance are taught in *Conservatorios*, and dramatic art in *Escuelas Superiores de Arte Dramático*. The qualifications awarded are equivalent to a *Licenciado* degree.

Escuelas Superiores de Arte offer courses in conservation and restoration of *objets d'art*, design and ceramics. The qualification awarded is equivalent to a *Diplomado* degree.

There are different types of institution which provide advanced vocational training such as the *Escuelas de Arte, Institutos de Educación Secundaria* and *Centros de Formación Profesional Superior*.

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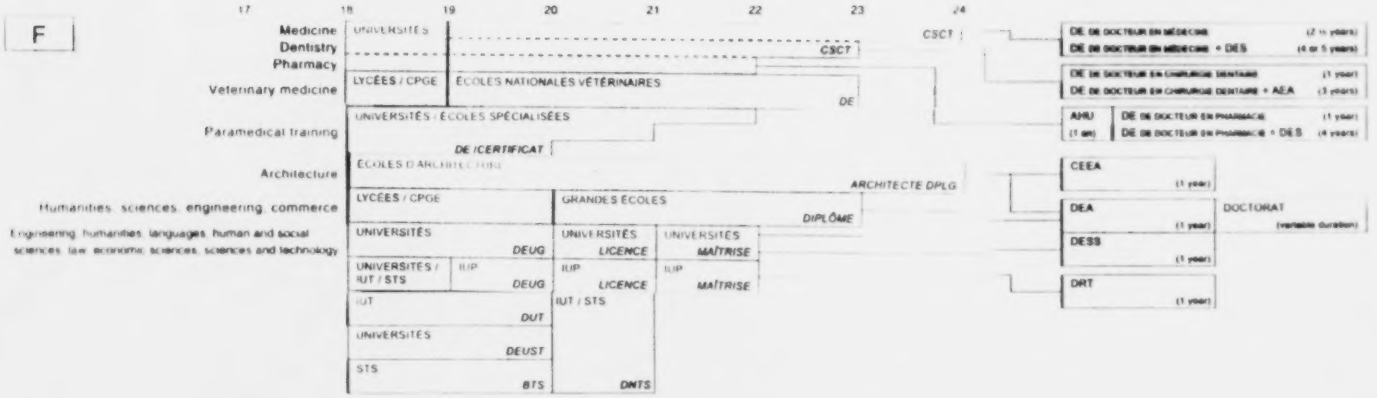
Organization of Higher Education Structures in Europe (1998/99)

France



CSCT - Certificat de Synthèse Clinique et Thérapeutique
DE - Diplôme d'État
DES - Diplôme d'Études Spécialisées
AEA - Attestation d'Études Approfondies
AHU - Année Hospitalo-Universitaire
CPGE - Classes Préparatoires aux Grandes Écoles
Architecte DPLG - Architecte Diplômé Par Le Gouvernement
CEEA - Certificat d'Études Approfondies en Architecture
DEUG - Diplôme d'Études Universitaires Générales
DEA - Diplôme d'Études Approfondies
DESS - Diplôme d'Études Supérieures Spécialisées
IUP - Instituts Universitaires Professionnalisés
IUT - Instituts Universitaires de Technologie
DUT - Diplôme Universitaire de Technologie
DEUST - Diplôme d'Études Universitaires Scientifiques et Techniques
STS - Sections de Techniciens Supérieurs
BTS - Brevet de Technicien Supérieur
DNTS - Diplôme National de Technologie Spécialisée
DRT - Diplôme de Recherche Technologique

The *classes préparatoires aux grandes écoles* (CPGE) are of a literary, commercial or scientific nature. Highly selective, they prepare students for the competitive entrance examinations for the *grandes écoles*. In the case of students who are unsuccessful, the classes are generally recognized by universities, which regard them as equivalent to the DEUG in some subjects. Les *grandes écoles* are not university institutions but characterized by their highly selective entrance requirements. Among the most prominent are the *écoles normales supérieures* (ENS) which train teachers and researchers, the *écoles de commerce et de gestion*, the *écoles d'ingénieurs* and the *Institut d'études politiques*.

The *Attestation d'Études approfondies* enables students to embark on higher education and research.

Paramedical studies include training courses lasting two years (as in the case of hearing aid specialists), three years (for nursing, etc.) and four years (for speech therapists, etc.).

The *écoles* and *instituts* providing vocational education after a competitive examination generally open to holders of a higher education qualification at the level of 'bac +3' (obtained three years after the baccalaureate), or to state-remunerated public-sector trainees, are not included in this diagram. The institutions most particularly concerned are the *École nationale d'Administration* (ENA), the *Instituts régionaux d'Administration* (IRA), the *École nationale de la Magistrature* (ENM), the *École nationale de la Santé publique* (ENSP) and the *Instituts universitaires de Formation des Maîtres* (IUFM).

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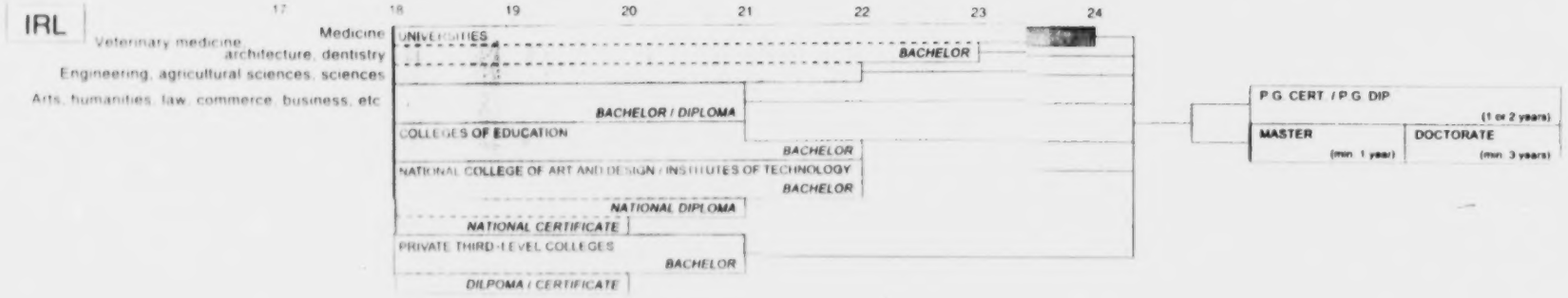
Organization of Higher Education Structures in Europe (1998/99)

Ireland



P.G. CERT. - Postgraduate Certificate
P.G. DIP. - Postgraduate Diploma

Students may enter higher education at 17, but the vast majority do so at 18.

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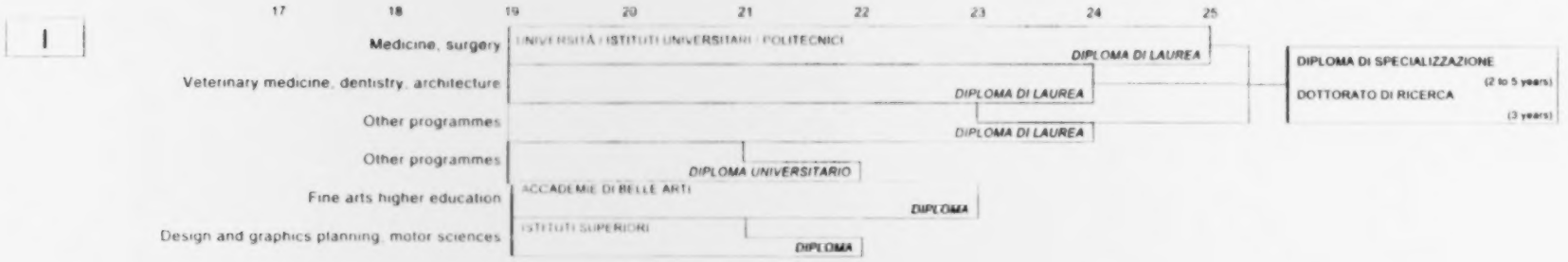
Source: Eurydice, July 1999.

ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)
Italia



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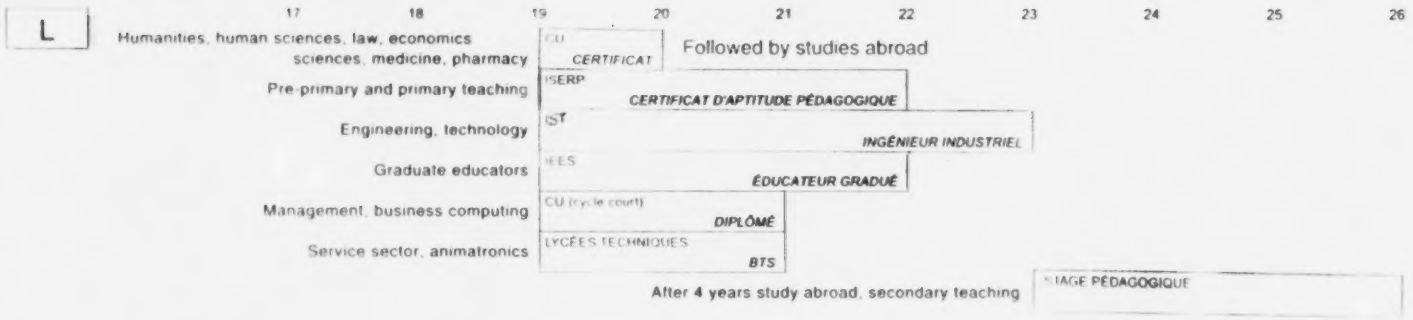
Organization of Higher Education Structures in Europe (1998/99)
Luxembourg



CU - Centre Universitaire
ISERP - Institut supérieur d'études et de recherches pédagogiques
IST - Institut supérieur de technologie
IESS - Institut d'études éducatives et sociales
BTS - Brevet de technicien supérieur

Since 1997/98, non-university higher education organized at the *Institut supérieur de technologie*, which leads to the qualification of *ingénieur-technicien*, has been replaced by four-year university-level training leading to the qualification of *ingénieur industriel*.

Although organized in the post-secondary streams of technical lycées, courses leading to the *Brevet de Technicien supérieur* (BTS) involve the award of a non-university higher education diploma.

Source: Eurydice, July 1999.

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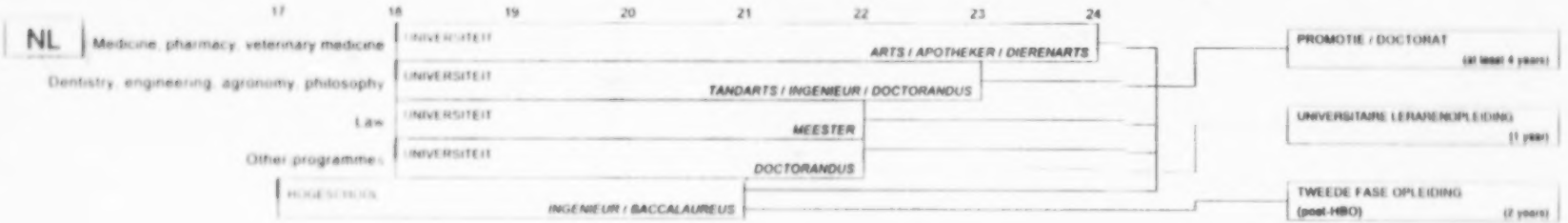
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)
Nederland



HBO: Hoger Beroepsonderwijs

Higher education in the Netherlands comprises higher professional education (HBO) and university education (WO) which have been governed by the same legislation since 1993. Institutions have considerable latitude as regards the way they organize their teaching. There is a central admissions system (with a reform planned for 1999/2000) and central registration of courses. Universities are to have more scope in determining the length of their courses and, as in HBO, develop dual learning pathways. The doctorate, accessible to all higher education graduates, can only be obtained at universities.

Source: Eurydice, July 1999

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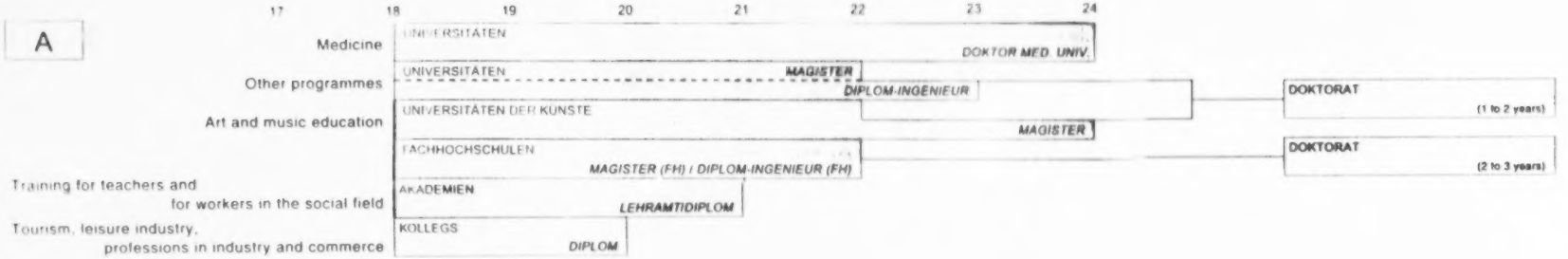
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Österreich



Source: Eurydice, July 1999

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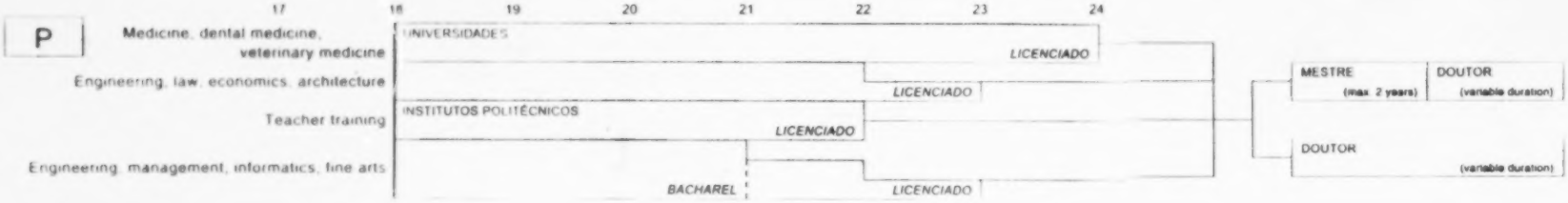
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Portugal



Following the revision of the Framework Law of the Education System in September 1997, both universities and polytechnics may award the degrees of *bacharel* and *licenciado*, while the post-graduate degrees of *mestre* and *doutor* are obtainable only at the universities. Polytechnic courses leading to the degree of *licenciado*, with the exception of those in teacher training, are organized in two stages. The diagram depicts the most commonly encountered situations.

Source: Eurydice, July 1999

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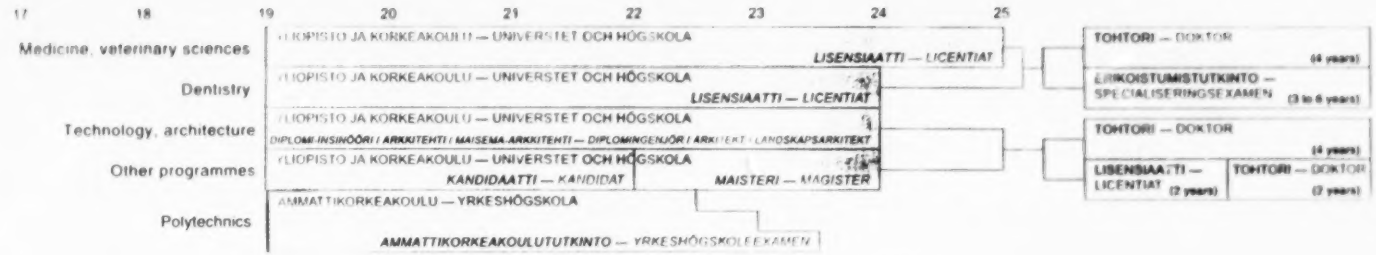
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Suomi/Finland

FIN



The diagram refers to the terminology in both official languages; the Swedish terms are given in blue

The polytechnics (AMK) form a non-university sector in higher education.

In universities, the *Kandidaatti* entails at least three years of study, and can be taken in all fields except engineering and medical sciences. A *Maisteri* takes at least five years of full-time study (or two years following the *Kandidaatti*).

In polytechnics, the degree of *ammattikorkeakoulututkinto* (*Kandidaatti*) corresponds to the Bachelor's degree at universities, but is wider in content. Polytechnics offer professional higher education in various sectors and the programmes include basic and professional studies, optional studies, practical training and an end-of-course project.

The university degree system was reformed during the 1990s. In the old system, the *maisteri* qualification was called the *kandidaatin tutkinto*. There are still terminological variations. For example, in the field of law, the qualification is still called *kandidaatti*.

Source: Eurydice, July 1999

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ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Sverige

The duration of all courses shown is the minimum required. The professional degrees shown are just a selection – there are around 50 in all. There are some advanced, supplementary undergraduate level professional degree courses based on a first professional degree.

Source Eurydice, July 1999

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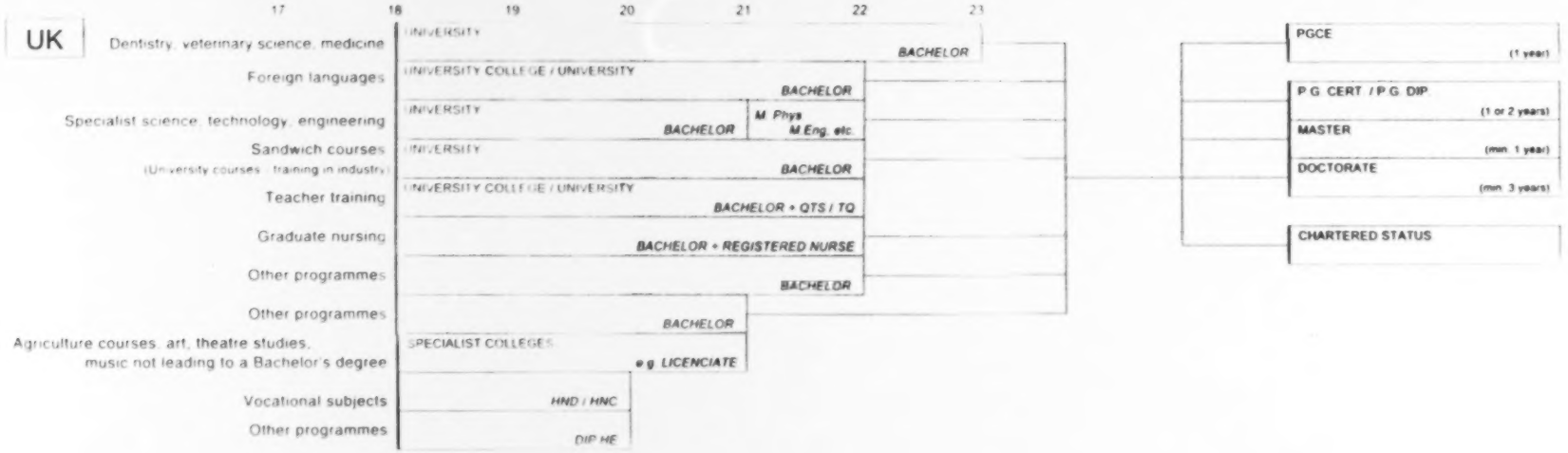
Organization of Higher Education Structures in Europe (1998/99)

United Kingdom



M.Phys - Master of Physics
M.Eng - Master of Engineering
QTS - Qualified Teacher Status
TQ - Teaching Qualification

HND - Higher National Diploma
HNC - Higher National Certificate
DIP HE - Diploma of Higher Education
PGCE - Postgraduate Certificate of Education

P.G. CERT. - Postgraduate Certificate
P.G. DIP. - Postgraduate Diploma

In England, Wales and Northern Ireland, most first-degree courses last three years, although there are some four-year courses.

In Scotland, the ordinary degree course lasts three years. The honours degree is a four-year course involving more in-depth study. Although the first degree in most faculties is a Bachelor's degree, the first degree in arts in the four ancient universities is MA or Master of Arts. The normal minimum age for an undergraduate to start a course is 18, or 17 in Scotland. Universities do not usually provide professional training, although they do offer a range of professionally-accredited degree courses including engineering, accountancy and teacher training. Qualifications specific to a profession and (sometimes) required for its practice are more often obtained through successfully completing examinations set or accredited by professional institutes and institutions.

In the United Kingdom, a Postgraduate Certificate of Education (PGCE) which leads to QTS (Qualified Teacher Status) in England and Wales, eligibility to teach in Northern Ireland, and the TQ (Teaching Qualification) in Scotland, can follow any first degree, except for the Bachelor + QTS/TQ path.

Source: Eurydice, July 1999

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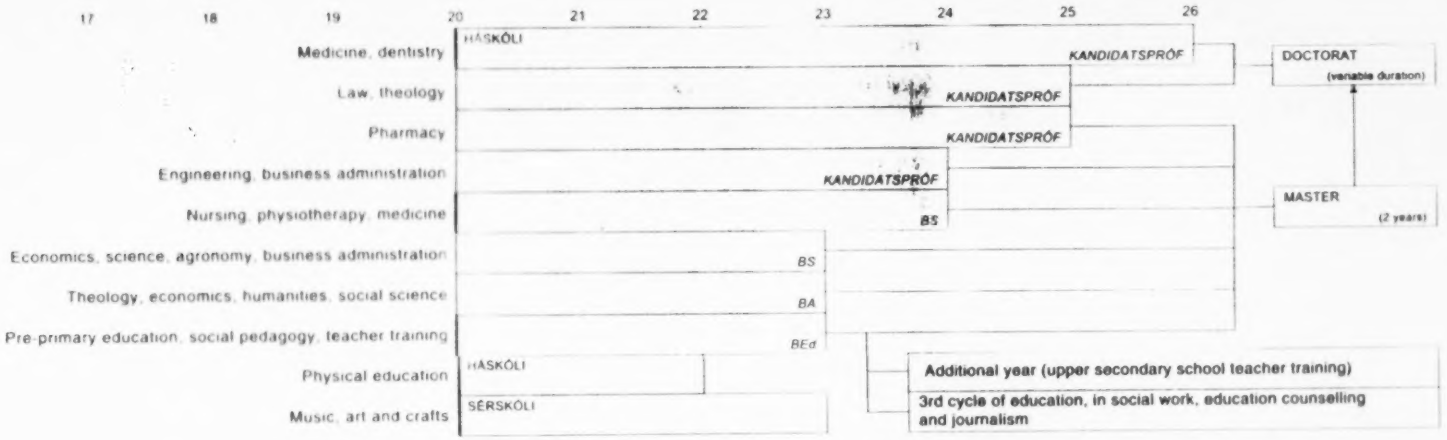
Organization of Higher Education Structures in Europe (1998/99)

Ísland

IS



In a 1997 framework law on higher education, the Icelandic term *háskóli* is used to refer both to traditional universities and institutions, which do not have research responsibilities. Except for a few institutions (*sérskólar*) in the arts, all higher education institutions offer university degrees.

Source: Eurydice, July 1999

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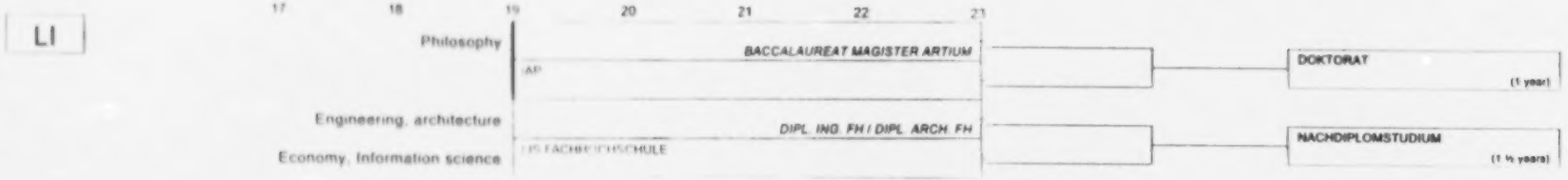
Organization of Higher Education Structures in Europe (1998/99)
Liechtenstein



IAP - Internationale Akademie für Philosophie
LIS - Liechtensteinische Ingenieur Schule

DIPL. ING FH - Diplom-Ingenieur FH
DIPL. ARCH FH - Diplom-Architekt FH

Source: Eurydice, July 1999

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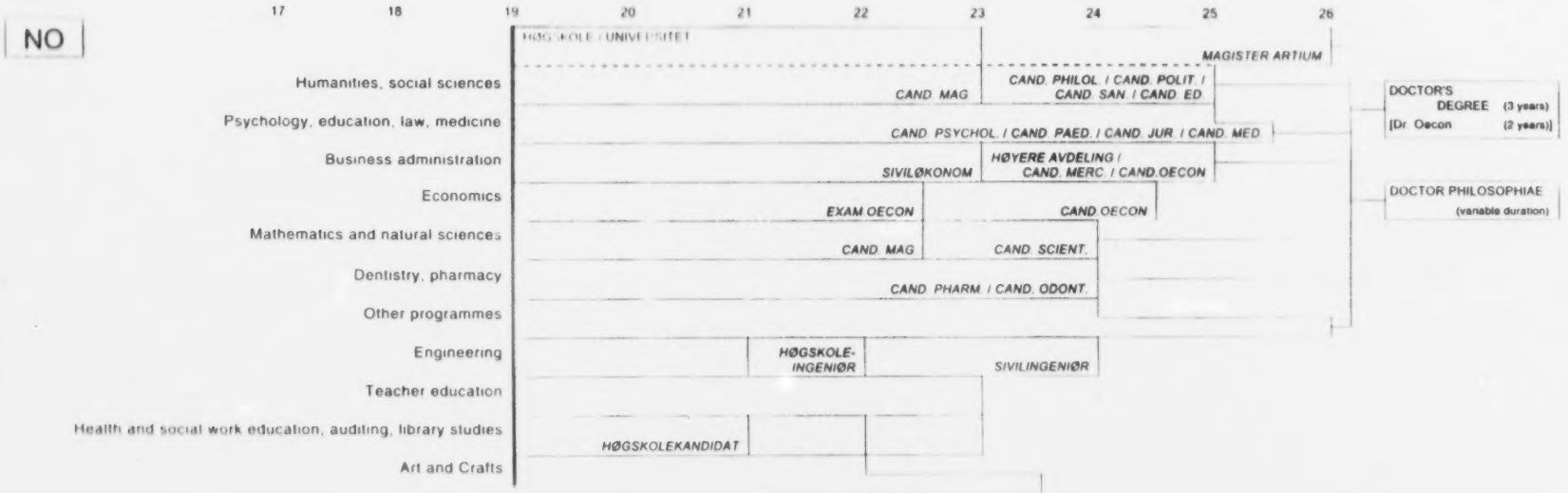
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Norge

NO



CAND. · Candidatus
CAND. MAG. · Candidatus magisterii

Dr. Oecon · Doctor Oeconomiae
EXAM. OECON. · Examinatus oeconomiae

Source: Eurydice, July 1999

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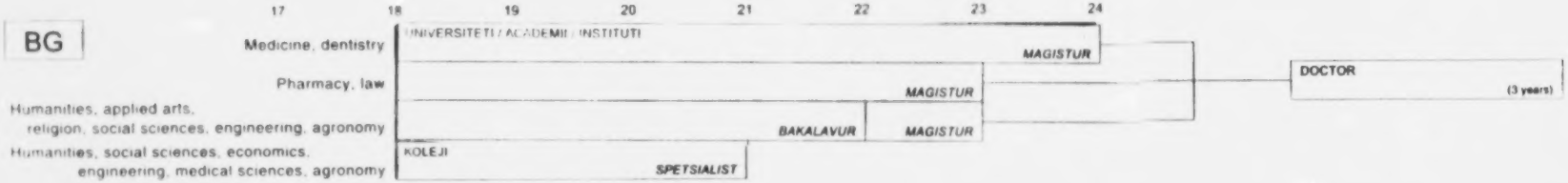
Organization of Higher Education Structures in Europe (1998/99)

Bălgarija



Some recent amendments to the Higher Education Act (1995) are currently subject to in-depth public discussion. They are mainly oriented towards specification of a model, providing for direct transition from the *Bakalavur* to both the *Magistur* and *Doctor* educational programmes.

Source: Eurydice, July 1999

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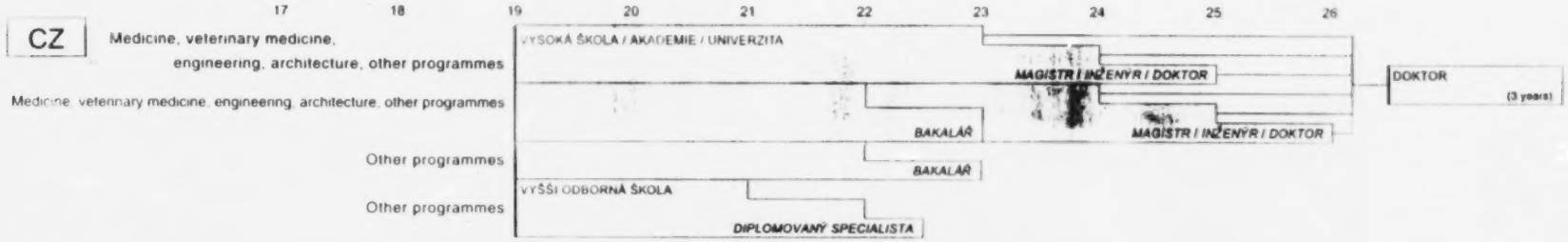
Organization of Higher Education Structures in Europe (1998/99)

Česká Republika



The new Higher Education Act in effect from 1st January 1999 sets down only the minimum and maximum duration of courses:
- the duration of a course leading to the Bachelor's degree is three to four years;
- if this course is followed up by one leading to the Master's degree, the Master's course lasts two to three years;
- if the course leads directly to the Master's degree, it lasts four to six years.

Higher education institutions decide on the fields of study and the time courses should normally take to complete.

The Act has made it possible to open a non-university type of higher education supposed to provide more vocationally-oriented studies with a Bachelor's qualification.

Vyšší odborné školy are the schools offering post-secondary vocational education, not awarding a university degree. They are not included in the Higher Education Act, even though their programmes belong to the first stage of tertiary education which corresponds to the new ISCED category 5B.

Source: Eurydice, July 1999.

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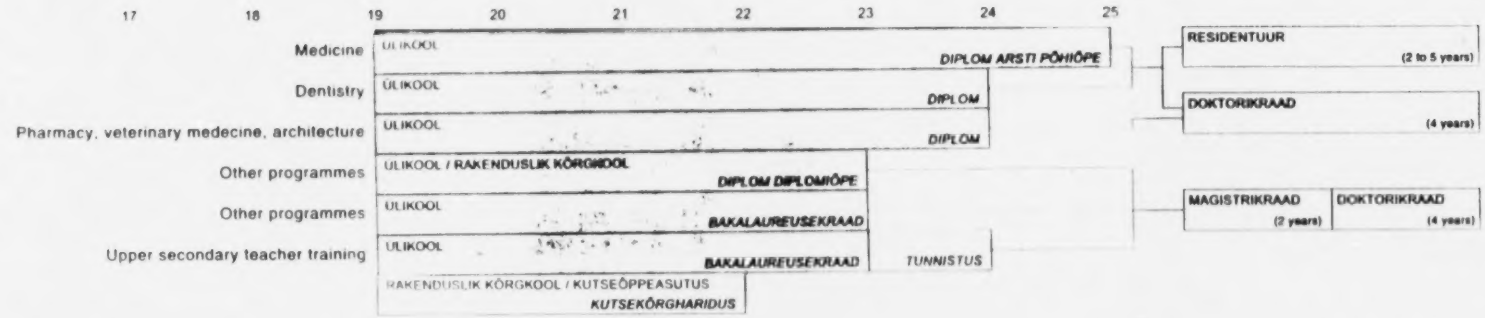
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Eesti

EE



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Source: Eurydice, July 1999

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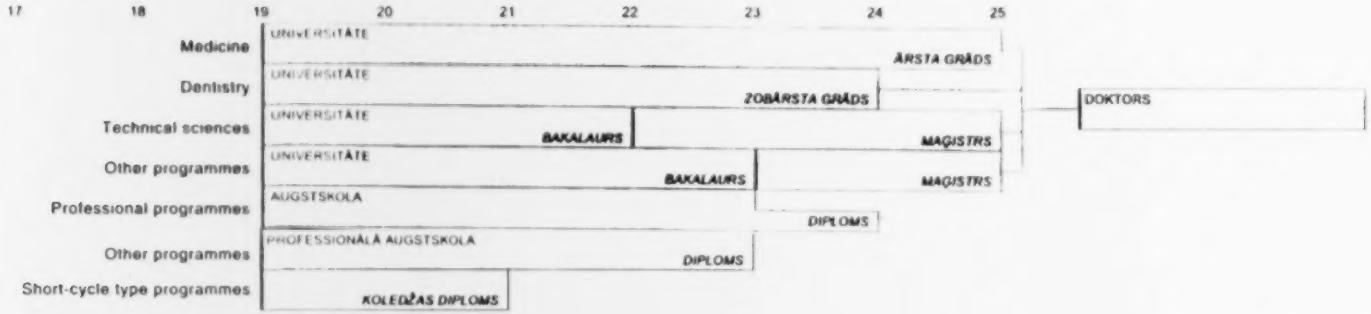
Organization of Higher Education Structures in Europe (1998/99)

Latvija

LV



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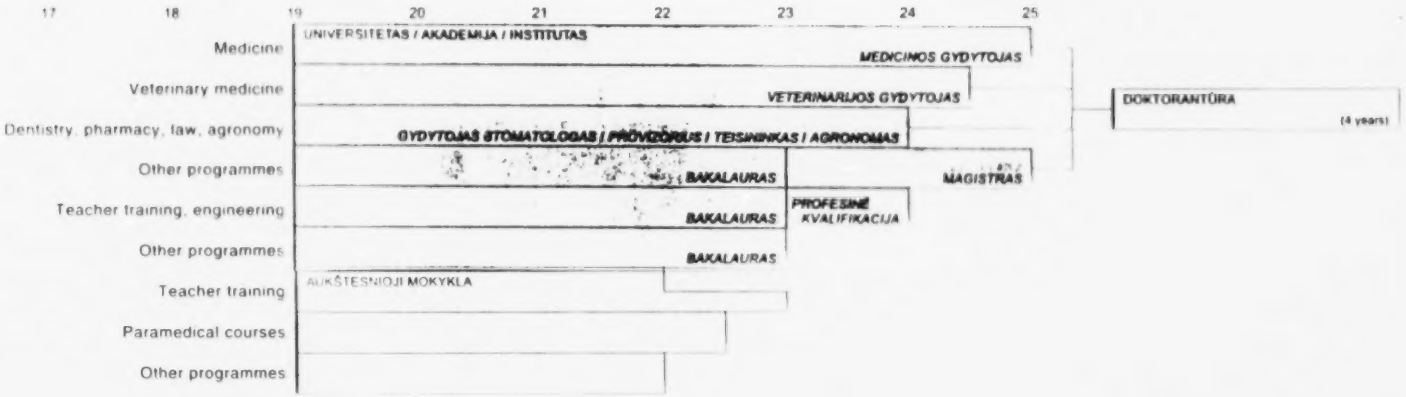
Organization of Higher Education Structures in Europe (1998/99)

Lietuva

LT



The reform of higher education started in 1991 is currently implemented under the PHARE HERIL (Higher Education Reform in Lithuania) programme launched in 1996. The development of a new Law on Higher Education is under way. The most important issues to be provided for in the new Law are **the development of a non-university higher education sector**, quality assurance in education and science, and the issue of paid and free education.

The legal acts currently in force in Lithuania **do not** stipulate that vocational colleges (*aukštesnioji mokykla*) are non-university higher education institutions. The new Law (see above) will lay down eligibility requirements enabling them to be recognized as such with the name of *kolegija* (colleges). Those regarded as eligible will be accredited as non-university higher education institutions (*kolegija*) in a transition period lasting five to ten years.

Source: Eurydice, July 1999

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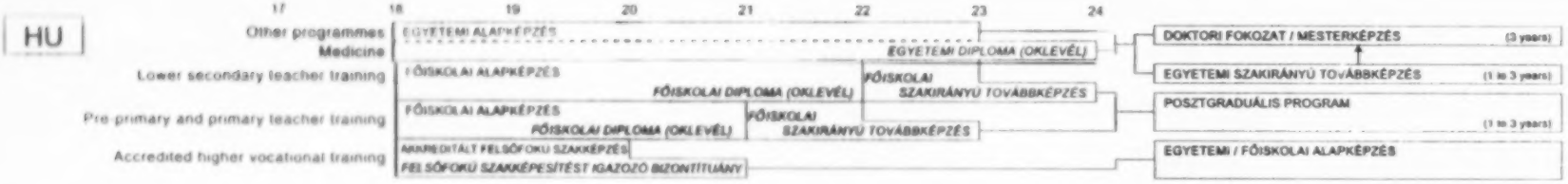
Organization of Higher Education Structures in Europe (1998/99)

Magyarország



Introduced experimentally as part of a PHARE project, accredited higher vocational training has to be established as part of the higher education sector.

With the 1996 amendment of the Higher Education Act and the 1997 government decree already in existence, this level of training should be incorporated within the structure of first-level Hungarian higher education in the near future. It will take the form of at least two years of higher post-secondary education (after the Maturity) whose content would be formally recognized by the higher educational institutions taking part in the so-called educational consortia.

After the completion of studies, higher educational institutions provide a certificate testifying to their professional qualifications as specified in the National List of Qualifications (*Országos Képzési Jegyzék*)

Source: Eurydice, July 1999

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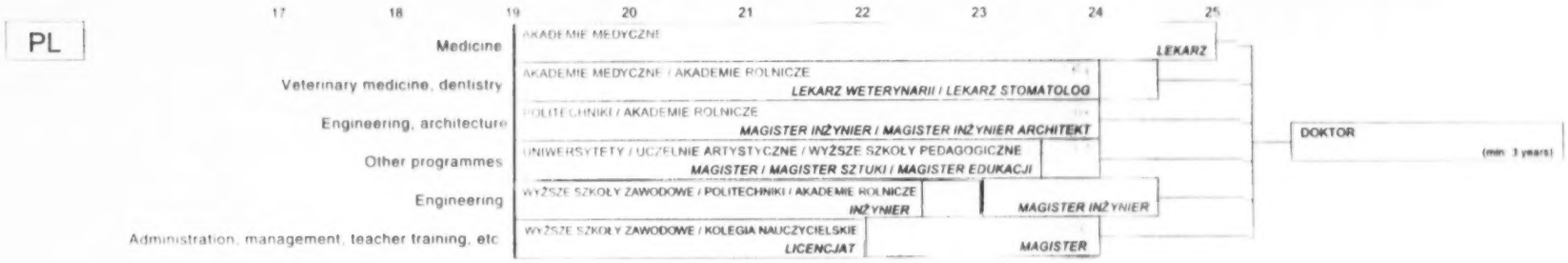
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)

Polska



The establishment, organization and activity of the *wyższe szkoły zawodowe* are regulated by the Act on Higher Vocational Schools of 26 June 1997.

In the Polish education system there are also *kolegia nauczycielskie* that do not have the status of higher education institutions. In this case, after three years of study, graduates are awarded a diploma and do not obtain the title of *licencjat*.

Szkoły policealne (post-secondary schools) are not considered as higher education institutions because of the qualifications they offer. On completion of *szkoły policealne* lasting one year, graduates receive the title of 'skilled worker', while graduates from two to two-and-a-half-year *szkoły policealne* obtain the title of *'technician'*.

Source: Eurydice, July 1999

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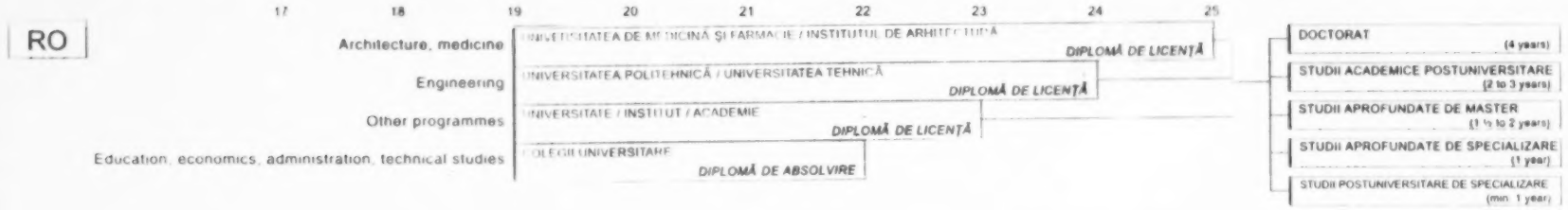
Organization of Higher Education Structures in Europe (1998/99)

România



Post-university courses for the purpose of revision and updating, which last no more than a year and are organized by the teaching staff, are not considered here.

The Emergency Ordinance NR. 66/1998 includes regulations on the global financing of universities based on the strategic plans for institutional development. Actions aimed at improving curricula have been followed by the initial preparation of academic and professional standards for subjects, group of subjects and the whole curriculum.

Source: Eurydice, July 1999

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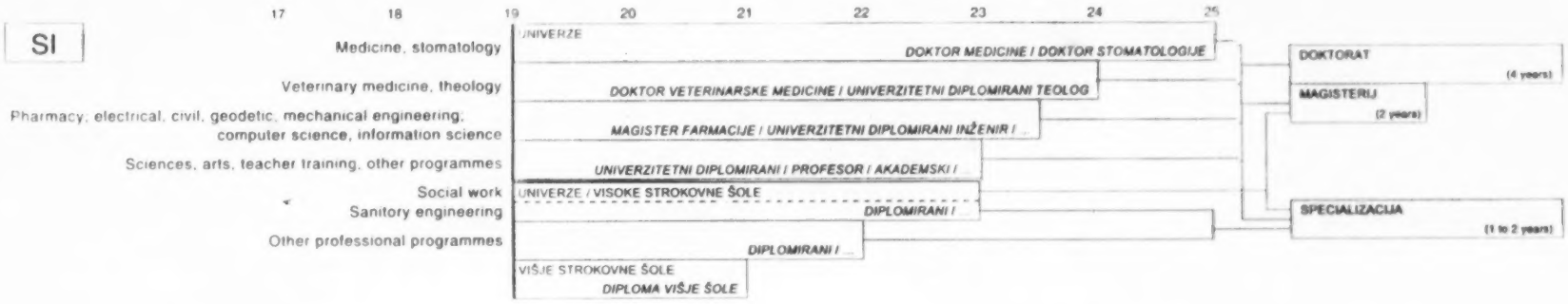
ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)
Slovenija



In Slovenia, universities offer research-based programmes and professionally oriented programmes, while *visoke strokovne šole* offer professionally oriented programmes only. *Visoke strokovne šole* are either members of universities or free-standing higher education institutions. *Višje strokovne šole* are part of the vocational education and training system.

In principle, graduates from the higher professional type of programme (*Visokošolski strokovni program*) can transfer into the third or fourth year of university study if the higher education institution approves such a transfer. With effect from the 1998/99 academic year, graduates from the professionally-oriented course for social workers have been allowed direct entry into the magister (university-type) degree course, on completion of which they may embark on a doctoral programme too.

The *višje strokovne šole* offer post-secondary vocational education that does not lead to university degree. The courses concerned belong to the broader tertiary level and correspond to the new ISCED 5B category. Graduates received a *Diploma* bearing the vocational qualification. Since the 1998/99 academic year also, graduates from courses in post-secondary vocational education have been able to transfer into the second or third year of a professional study programme, again provided the higher education institution approves the transfer.

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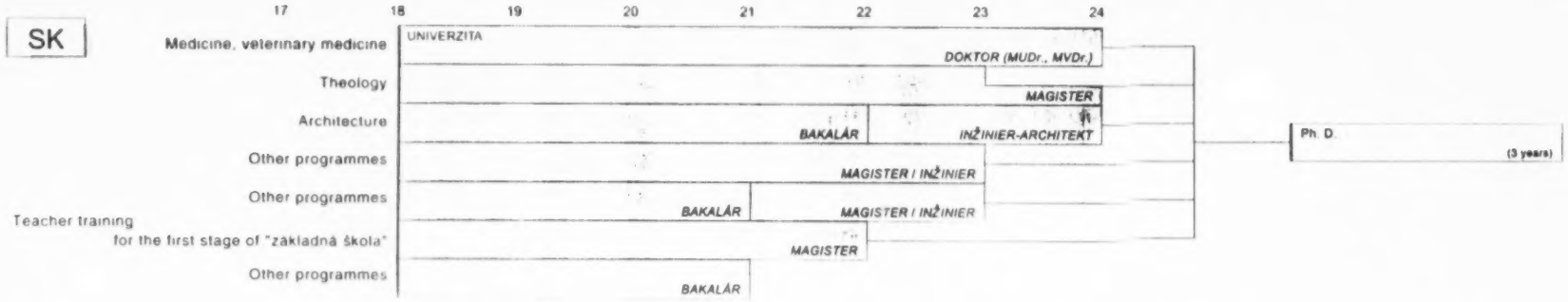
Source: Eurydice, July 1999

ORGANIZATION OF HIGHER EDUCATION STRUCTURES IN EUROPE (1998/99)
Slovenská Republika



MUDr. - Doktor mediciny
MVDr. - Doktor veterinárskej mediciny
Ph.D. - Philosophiae Doctor

Economic, social and technical courses at post-secondary level are currently subject to experimentation in eight specialized secondary schools, with a view to their incorporation in non-university higher education.

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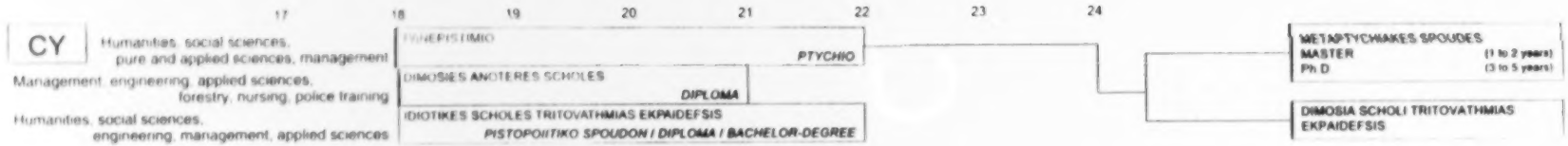
Source: Eurydice, July 1999

Organization of Higher Education Structures in Europe (1998/99)

Kypros



Ph.D. - Philosophiae Doctor

Some courses at *Idiotikes scholes tritovathmias ekpaidefsis* (private colleges) have been provisionally accredited since March 1998.
Male students are enrolled in higher education between the ages of 20 and 24 because of compulsory military service.

Source: Eurydice, July 1999

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- Eurybase: the database on education systems in Europe, 1999. Available on the Internet (http://www.eurydice.org).
- *European Glossary* on education. Volume 1: Examinations, Qualifications and Titles.

Forthcoming studies

- *Key data on education in Europe 1999 – General indicators*, Chapter F on higher education (December 1999).
- *Reforms in Higher Education since 1980* (December 1999).

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EURYDICE, the information network on education in Europe

The **EURYDICE** Network produces reliable, readily comparable information on national education systems and policies. **EURYDICE** also acts as an observatory, highlighting both the diversity of systems and their common features.

Working on behalf of policy-makers and the world of education, **EURYDICE** prepares and publishes:

- regularly updated descriptive analyses of the organization of education systems;
- comparative studies on specific topics of European interest;
- indicators on the various levels of education from nursery to higher education.

EURYDICE also has its own database, *EURYBASE*, which constitutes a further highly detailed reference source on education systems in Europe.

By circulating the results of its work, **EURYDICE** promotes better mutual understanding of these systems and the common issues that run through them.

Established in 1980, **EURYDICE** has been an integral part of Socrates, the Community action programme in education, since 1995. The Network comprises National Units and a European Unit. National Units set up by the corresponding education ministries now exist in 29 countries, namely the 15 EU Member States, the three EFTA/EEA countries, ten central and eastern European countries and Cyprus. These Units provide and check the basic information needed to sustain network activity. The Brussels-based European Unit set up by the European Commission is responsible for management of the network, coordination of its activities, preparation of the comparative analyses, and database creation and administration.

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